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ABSTRACT

In an effort to determine external and internal reasons for program, course, enrollment, and instructional differences in the strength of the humanities curriculum at two-year colleges, 20 colleges representing a variety of sizes, geographic locations, means of control, and program emphases were selected for site visits. Interviews revealed that though patterns of interaction and control varied, state regulatory agencies and legislation affected the colleges' programs, especially through funding reviews, program and course approval, and requirements for data collection. Humanities requirements of transfer institutions constituted an additional external influence. Neither the socio-economic status nor ethnic make-up of the community had consistent effects on the humanities, nor did the needs of local high schools nor the potentially influential community-service programs. The most important internal influence was a strong president or board; others included program funding, incentives for faculty and curriculum development, humanities grants, and instructional resources. Effects on humanities enrollments varied; eleven institutions experienced increases attributed to new humanities requirements and nine experienced decreases attributed to growing vocational programs. Faculty, department chairpersons, and deans of instruction viewed the enrollment shifts differently, as they did the role and future of the humanities in the two-year college. (Recommendations and the interview form are included.) (AYC)

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THE HUMANITIES IN TWO-YEAR COLLEGES: WHAT AFFECTS THE PROGRAM?

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Winter, 1978

Center for the Study of Community Colleges

and

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PREFACE

This is the sixth in a series of special reports on The Humanities in Two-Year Colleges, published by the Center for the Study of Community Colleges and the ERIC Clearinghouse for Junior Colleges. The earlier reports:*

A Review of the Students, 1975, 64p., ED 108 727

Reviewing Curriculum and Instruction, 1975, 101p., ED 110 119

The Faculty in Review, 1975, 52p., ED 111 469

Faculty Characteristics, 1976, 71p., ED 130 721

Trends in Curriculum, 1978, 160p., ED 156 285

These monographs document the status of the humanities in two-year colleges nationwide: the different courses, how and by whom they are taught, curricular and enrollment trends, and influences on the programs. Taken together the publications present a comprehensive picture of two-year college efforts to teach history, literature, foreign languages, philosophy, political science, and the other academic disciplines that fall within the humanities rubric.

Information for all these publications was gathered by Center staff members under grants from the National Endowment for the Humanities, a federal agency established by Congress to promote research, education, and public activity in the humanities. Our sincere appreciation goes to the Endowment Council and to Dr. Stanley Turesky, the Project Officer who has taken an active interest in our work since its inception.

Several Center staff members assisted in the research leading to the findings presented here. The visits to the 20 case-study colleges were coordinated by Kay Martens. Randy Beckwith, Florence Brawer, Harold and

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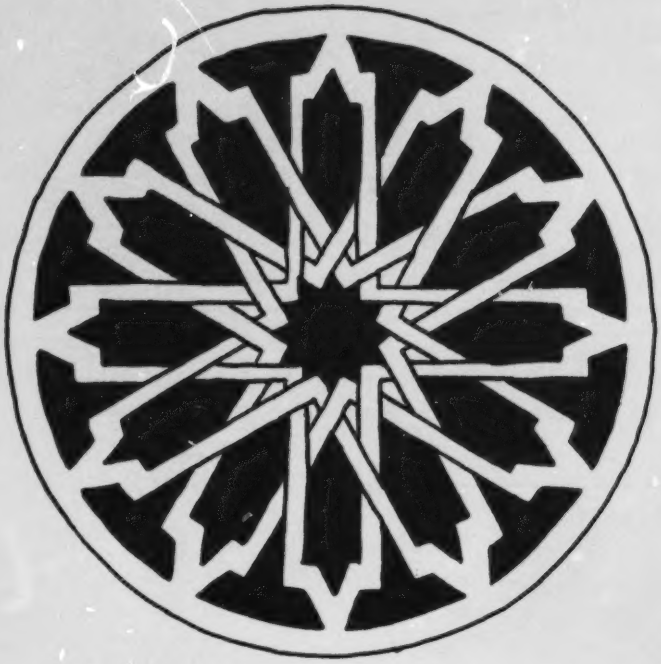
Elaine Cantor, Arthur Cohen, and Jack Friedlander, along with Dr. Martens, conducted the interviews. These staff members also reviewed college documents and other data pertaining to influences on the humanities programs.

The report was drafted by Harold Cantor and Kay Martens. Florence Brawer edited and rewrote portions of it. William Cohen did the illustrations. Manuscript preparation was coordinated by the ERIC staff under Bonnie Sanchez.

Arthur M. Cohen
November 1978



INTRODUCTION

Community college educational programs are constantly changing. New curriculums are started. Courses are modified or dropped. Enrollments shift with students flocking to certain classes, shunning others. Degree requirements are augmented or decreased. Ferment is the norm.

What causes these changes? The responses, "student needs and goals," "community and social forces," "job market," and "transfer requirements" are too simplistic. All those forces play a part, but how? How are they translated into specific course offerings and instructional practices? And, most intriguing, why do different colleges in the same state--even the same district--so frequently display different program emphases?

These questions arose in the context of an analysis of humanities education in two-year colleges. Beginning in 1975 under grants from the

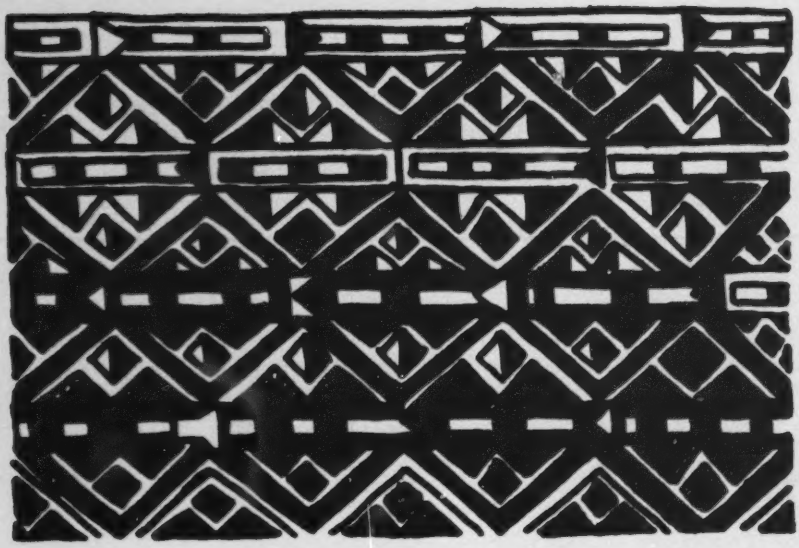
National Endowment for the Humanities, the Center for the Study of Community Colleges had gathered information on humanities courses, enrollments, instructional practices, and faculty members in colleges across the nation. The findings were well-documented: the number of different humanities courses in the college-parallel programs was diminishing; enrollments in the courses were down by 3% during a period when overall college enrollments had expanded by more than 7%; with rare exception instruction was conducted in traditional format; little had been done to incorporate humanities concepts in occupational curriculums; and the faculty were either unaware of the general malaise in their programs or unable to effect change. Nonetheless, there were differences among the colleges. In some, enrollments had increased and new courses were being tried. In others enrollments had declined much more precipitously than the norm.

Why? What causes these effects? The Center staff decided to visit several colleges to try to determine reasons for program, course, enrollment, and instructional differences. Were they related to administrator predilections? Trustee preferences? Faculty attitudes? Other intra-institutional characteristics? Were they a reflection of community demographics? The types of students attending the college? Or were they tied to state-level influences, to patterns of funding and support?

A representative sample of 178 of the 1,233 public and private associate degree-granting colleges in America had been selected to participate in earlier phases of the Center's studies. Twenty of them were picked for the case-study visits. These 20 were diverse in terms of geographic distribution; control--public and private; emphasis--comprehensive, liberal arts, and vocational/technical; and size. Their course patterns and degree of extracurricular emphasis on the humanities differed. And in some, the enrollments in philosophy, history, literature, foreign languages, political science, and other humanities courses had increased more rapidly than the overall student population.

This paper briefly describes the colleges in the sample, discusses some of the apparent external influences on their humanities programs,

reports on the internal dynamics of program development, and makes recommendations for those who would bolster their humanities offerings



THE COLLEGES

How did the case-study colleges compare with each other and with the larger sample? Located in 14 states in several regions of the country, some were in large urban areas, others in small towns or suburbs. Colleges within each size and type category emphasized the humanities to varying degrees and experienced differences in enrollment trends.

The two liberal arts colleges studied intensely were located in small towns in the South. Both were private institutions affiliated with the Methodist Church. One was primarily black, serving students from large urban areas on the East Coast. The other was primarily white, enrolling students from nearby small towns and rural areas.

The two vocational/technical colleges were quite different from each other. One--an old, well established, large Midwestern institution--was

located in a large urban area and had three branch campuses in the suburbs. It had varied requirements for its many programs, offered Associate in Arts (A.A.) and Associate in Applied Science (A.A.S.) degrees, and had experienced a humanities enrollment decline of about one-third. The other vocational/technical institution was small, relatively new, in a small New England town. It offered the A.S. and Associate of Engineering Technology degree, required nine hours of humanities for all graduates, and had increased its humanities enrollments by 100%.

Six large public comprehensive colleges were visited by the Center staff. Two were in proximate suburban communities in the Midwest. One required a set number of humanities course hours for graduation, the other did not; they had experienced different enrollment patterns. Another pair, located in the Southeast, displayed markedly different humanities enrollment patterns. A relatively new, large, comprehensive institution, experiencing great increases in humanities (80%), was located in a Midwestern urban area. The sixth college in this group, located on the West Coast, showed stable humanities enrollments in the face of increased total enrollment.

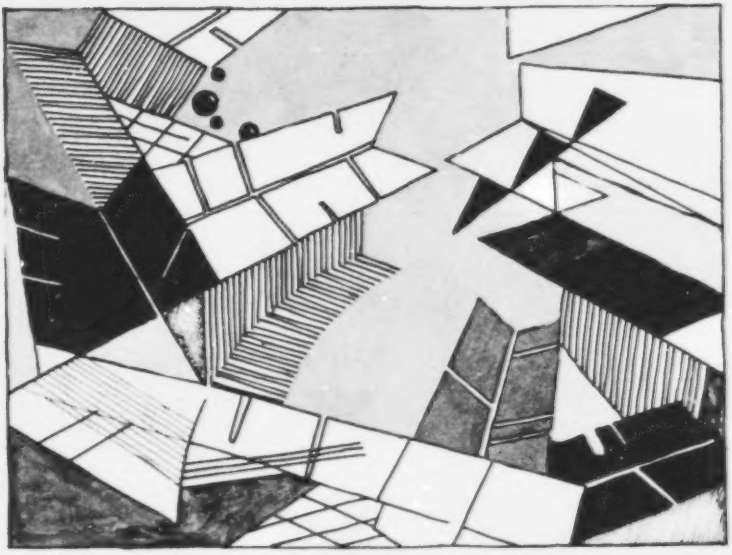
Two of the five medium-sized public comprehensive colleges were located on the West Coast, two in the Mountains/Plains states, and one in a Middle Atlantic state. Four of these had strong vocational programs, each for different reasons--history, community demand, Board of Trustee requirements, or state requirements. All five required humanities courses for their transfer students; three had experienced increases in humanities enrollments.

The five small comprehensive colleges in our 20 case studies included two private and three public colleges. One private and one public college were located in small Midwestern towns. The private college required humanities courses for all students and had had enrollment increases, while the public college, which had experienced large total enrollment increases, had dropped all requirements and was down commensurately in humanities enrollments. The other small private comprehensive college, located on the West Coast, also required humanities

courses of their students and had experienced even greater increases in enrollments in these areas. This private college was similar to the public college in a Middle Atlantic state in that both had large numbers of students enrolled in business programs. The public college was considerably newer and, while enrollments in the humanities had increased, offerings were limited. The fifth college, located in the Southwest, required humanities for transfer students, but enrollments had decreased while total enrollments had increased.

Visits to the colleges were arranged through the president and coordinated by an on-campus facilitator--usually a dean or division chairperson. College personnel were extremely cooperative (all but one college of those originally approached agreed to participate) and the visits went smoothly. The gathering of information was undertaken through structured interviews conducted by Center staff members during 1977-1978 (a copy of the interview form is appended). Trustees, presidents, deans in charge of the various campus functions, community service directors, directors of institutional research, department chairpersons, faculty, counselors, librarians, occupational program directors, and other special program heads were asked about trends in the humanities and reasons for enrollment changes. Depending on the number of people to be interviewed, the Center staff spent from two to six person days on each campus. Each interview took from 20 minutes to one-and-one-half hours. Almost without exception the interviewees responded to all queries that were put to them, and they frequently volunteered additional opinions.

Further data were gathered from college catalogs, policy manuals, institutional research reports, news releases, and the minutes of committee meetings. The most recent census data for each college district were aggregated from the Statistical Abstract of the United States. State-level policies were determined by reviewing master plans, policy guidelines, and similar documents. This information was collated along with that stemming from the college visits and interviews.



EXTERNAL INFLUENCES

What external factors affect the college's programs? Three general external economic patterns--sources of influence on the humanities--were identified: state, senior institutions, and community patterns. Information was obtained by Center staff on the governance system and funding schedules for public colleges in each state and the articulation agreements among the various institutions of higher education. In addition, potentially influential community sources were identified: community service/continuing education programs, community organizational support, special events, high school articulation, and population demographies.

The State

State-level influences are manifest through higher education regulatory bodies: state boards of education, coordinating boards, community college boards, postsecondary education commissions. These agencies in turn are influenced by legislation mandating funding and, in some cases, by community pressure groups and the universities as well as by the two-year colleges themselves. Through funding and budget reviews, program and course approval, and statutory powers requiring that data be gathered about plans, programs, and policy development, these agencies have a major affect on the programs. For each of the 14 states in which case-study colleges were located, efforts were made to trace the governance structure, peruse the latest state master plan that was available, and study articulation agreements and documents bearing on graduation requirements and incentives for program and course development. Questions were designed for each of the colleges aimed at discovering how and to what extent state influence was effective.

The pairing of colleges in five states was interesting because this provided a basis for comparing institutions operating under similar governance laws and constrictions. In one case, the state board exercised such tight control over new course development that approval had to be secured from the community college board before a humanities--or any other--course could be funded. The board rarely turned down courses, however, because subcommittees on the board's staff screened the courses in advance. Interaction took place between the faculty member who had proposed the course and his allies in senior institutions and in the concerned disciplinary associations.

In another state, where the community college board ostensibly exercised tight control over course development, the actual control was quite loose. The principles of local control and decision making were recognized, and the state had legalized a liberal articulation agreement between two- and four-year colleges that permitted the two-year colleges to build the kinds of humanities courses they wanted.

The patterns of interaction and control vary considerably. One state university, for example, was so jealous of its humanities

prerogatives that, working through the state board, it had attained the right to grant Associate in Arts degrees at its branch campuses and had restricted the state's two-year institutions to technical and vocational missions that had a general education core. As a case in point, the university would not permit the two-year college to offer extension courses in Conversational Spanish or French even though the university had no intention of offering conversational languages itself.

Where state regulations determine both curricular and extracurricular activities, control over occupational courses is generally stricter than the control exercised with the humanities. Some states require general education courses for all matriculants, others emphasize the evaluation of programs and educational processes, and still others strongly endorse procedures to enhance faculty development--in-service programs, sabbatical leaves, fellowships. Some colleges feel that the control is stifling, while others are comfortable with the state boards and feel that they are given sufficient autonomy to operate quite independently. Where the principles of local control and decision making are well recognized, the governing boards sometimes legalize liberal articulation agreements between two- and four-year colleges. State influences on private college programs were either negligible or nonexistent. However, some of the private colleges had difficulties working out articulation agreements with neighboring four-year institutions.

Competition between community college continuing education courses and university extension courses was a problem in some instances. Essentially territorial disputes, these problems were approached quite differently by the state agencies involved. In one large, populous state, the board sets up Regional Adult Education Councils to adjudicate disputes about noncredit offerings between two-year and four-year institutions, and these coordinating groups may develop enough power to enforce cooperative planning. Thus far, however, their power has not been tested.

In another case, the dispute over territory for continuing education programs occurred amid a political battle between the board and the university for community college control. Since the state university was losing students and wanted tighter control over its geographic areas, a

policy was established and upheld that community colleges could not offer courses within 20 miles of a Regent's institution without agreement of the university.

What about funding and fiscal matters? Funding emerged as a critical issue by means of which state boards influenced the growth and development of the humanities curricula. Not only could a board withhold capital construction funds for, say, a fine arts building, but some state boards had established formulas for funding the most costly vocational programs at the expense of humanities programs. In one state, the legislature restricted its funding of community colleges to a ratio of 60/40 for vocation/transfer programs. At a large metropolitan two-year technical institute, one of three in the state empowered to grant the Associate of Arts degree, the university system was powerful enough to limit by statute general education enrollments at the technical institute to 25% of its total enrollments, and to require that it charge fees for general education to equalize university costs. Here, driving the costs up for transfer programs had had the desired effect of increasing university enrollments, since there was no longer any financial advantage for students to attend the technical institute. And because the college staff felt they could not compete with the aggressive recruiting practices of the nearby four-year institution and were really chiefly concerned with their vocational-technical mission, they neglected their humanities offerings. (Speaking of funding, one case-study college in the Southwest had received several private donations, including one of $150,000 for student scholarships. Consequently, and despite the influence of a restrictive state course guide, the college could provide money for just about any innovative course in the humanities that it wished to undertake.)

According to the staff, where should governing responsibilities lie? In three colleges, administrators and faculty consistently noted that the state had not really delineated the responsibility for community colleges. In one state, while the community colleges held out for the publicly elected state board licensure that gave them a measure of local control, the governor wanted to place them under the Board of Regents. In another

state, although the state board of education was the agency to which community colleges reported, its primary concern was with facilities and administration. And in still another state, the board for community colleges is perceived by one college president as having little impact on the humanities curriculum since it is mainly concerned with vocational programs and with serving as a buffer between the legislature and the Council of Higher Education. This president felt that the state board should become "a stimulation" to the colleges. It is paradoxical that when a state board exercises tight control it is often resented in the community colleges, and when it is perceived as weak it is equally open to criticism.

Other patterns of influence prevail. One state university offered an attractive array of research grants, grants for the improvement of undergraduate instruction, and awards for excellence in teaching and professional service for which community college humanists were eligible. One state board allocated part of an extensive staff and program development budget to community colleges. And two states had earmarked grant monies for instructional improvement, only to have them stricken from the budget by a cost-conscious legislature.

State-level influences were notable for their inconsistency. Some states have established course guides to stake out boundaries between lower and upper division courses. This tends to stabilize course numbering and gives the appearance of uniformity. However, the instructors have found it possible to offer courses they wish to teach if they fit them in under existing course titles. For example, the broad title, "Masterpieces of Literature," is used as an "umbrella" under which faculty members can design their special interest courses, sometimes inserting brief notes in the class schedules about the course emphases.

What was most surprising was the number of states in which public four-year universities were in competition with or feared the competition of community colleges in liberal arts education. Many universities pressured the state agencies to set boundary lines geographically, hold the line on lower division courses and, in a few cases, restrict the community college to a technical-vocational mission.

Restrictions also lie where the welter of existing agencies and commissions has created large, overlapping bureaucracies, and where political influence from state legislatures for postsecondary reform has kept some states in a perpetual boil and caused the community colleges to complain of lack of direction and support. Certainly much more could be done in the area of incentives for new course development and innovative techniques in the humanities. However, our case-study colleges generally recognize the need for state boards and coordinating councils to fund equitably, avoid duplication, and adjudicate disputes. There are many states in which these functions are performed with a minimum of political interference from the legislature. Community colleges opt for local control and responsiveness to the community, but recognize a need for state funding and guidance. State influence, therefore, is a fact of life but, with rare exception, it has done little to enhance the health of the humanities.

Transfer Institutions

In addition to the influences they exert through the state agencies the universities also have a direct effect on the colleges. The major effect stems from the requirement--or lack thereof--of certain humanities courses. Most states had workable articulation agreements, and counselors often recommended that students take those humanities courses that were required for graduation at the transfer institution. Most of these agreements appear to work smoothly.

On the other hand, changes in specific course requirements at the university precipitate specific changes at the community colleges. Dropping foreign language or history requirements, for example, certainly affects enrollments in these disciplines. However, the effects on overall humanities enrollments may be mitigated. The community colleges sometimes change their specific course requirements but do not decrease the number of credit hours in humanities required of students in transfer programs.

Other types of university influences were uncovered. Some faculty reported using the same texts and course outlines as the transfer institution. Many graduates of the senior institutions had continuing contact

with former professors, discussing course content and student transfer. While this direct contact affected faculty behavior, it did not seem to affect enrollments. In fact, the most frequent comment was that since the senior institutions were experiencing declining enrollments, they were now more actively recruiting graduates from the two-year colleges.

The Community

It is sometimes assumed that high socio-economic communities are more supportive of humanities programs in their district colleges than less well-endowed communities. However, after examining the areas served by our case-study colleges, it appears that location within reach of upper-income clientele makes little difference in the strength of the humanities program and has no impact on either increases or decreases in humanities course enrollments. In fact, in the district with the highest median income, the college programs were becoming more career-oriented and humanities enrollments were declining. It may well be that students from families of high socio-economic status (SES), with many competing four-year schools available, simply do not go to the local community college.

The SES factor is either attenuated by other factors or irrelevant. One private college recruited, through the church, ghetto students from the East Coast who were living on grants. Another college showed humanities gains that were dependent on technical programs requiring a general education core. Still another private college attributed its gains in the humanities to an influx of wealthy people from other countries who could afford private instruction, but this influx had no effect on the lower-middle-class section of the community in which the college was established. At one vocational-technical college, the low community SES had nothing to do with the increase in humanities enrollment, while at another college of the same orientation, a relatively high SES was coupled with a decrease in humanities enrollments; limitations on humanities enrollment, enforced by state boards and political pressure from the legislature and not the county SES, accounted for gains and losses.

It is important to note that several case-study colleges that were located in areas with large numbers of ethnic minorities showed increasing humanities course enrollments. It may be that Blacks, Hispanics, Orientals, and other minority-group students are seeking not only jobs but a sense of their cultural heritage, exploring these areas in their quests for awareness of personal identity. Supported by grants, these minority groups were enrolling in ethnic studies, cultural anthropology, music, art, and other humanities courses.

More important than the general community or its socio-economic status is the influence of a strong board and a strong president. In one pair of colleges in the same area, the college with a lower-middle-class clientele and with several urban poverty pockets had a president and board who supported the humanities. An atmosphere of cooperation among faculty prevailed, and, although humanities enrollments had not kept pace with the total growth of the institution, conditions for growth were good.

High schools generally have no direct influence on the community colleges' curriculum. The faculty do not articulate curriculum with them and often are unaware of what courses they offer. The only relationships to the high schools that were noted by any of the people interviewed were negative: "High school students are not taught humanities;" "Students do not know what humanities are because they had no exposure to them in high school;" "History enrollments are down because students got turned off in high school." In other words, the ties between the humanities in two-year colleges and their feeder high schools are thinly held.

The major contact with high schools was by counselors for purposes of recruiting students. In all cases, counselors said they recruited for the college in general, not for specific programs. While vocational program faculty often accompanied these counselors on their recruitment visits, at only one high school was the humanities faculty actively involved in recruiting. The lessons that might be learned from occupational people who have been successful in recruiting students to their programs are falling on deaf ears.

The community service or continuing education (CS/CE) programs offered by most colleges are potentially quite influential but so far of limited effect. The definitions of pervasiveness and types of CS/CE vary from no programs in private colleges to an open campus for community education at one large comprehensive college. Most colleges combine the continuing education and community service functions and offer both credit and noncredit courses, speakers, and special programs and events on campus in the evenings and in outreach centers. One such program claimed to serve over 60,000 people in a single year by offering free activities. Estimates on the percentage of total CS/CE offerings in the humanities were never higher than 20%, and most were around 5%. Several CS/CE directors noted that humanities-related courses were most frequently requested by senior citizens.

Of the several people on each campus who were asked whether CS/CE offerings stimulated subsequent enrollments in credit courses in the humanities, the directors were most likely to believe that they did. Some directors and counselors suggested that adults sometimes "tested the water" by returning to school through noncredit courses. On the other hand, deans of instruction and department chairpersons were less likely to believe that CS/CE offerings stimulated their enrollments. Few special efforts to increase humanities offerings in CS/CE were mentioned, and although several colleges sponsored cultural events series--art shows, musical performances, plays, etc.--either through CS/CE or through student activities there was practically no relationship between them and the credit-course program.

INTERNAL INFLUENCES

The external influences that might affect the college curriculum have been subsumed under state, transfer institutions, and community. What are the intra-institutional factors? Since a number of variables are potentially important, our case-study participants were asked about program funding, incentives for faculty and curriculum development, humanities grants, and such instructional resources as the library, audiovisual materials, and funds for speakers and facilities. Information was also collected on how curriculum decisions are made and the extent of coordination between the humanities and education programs. Certain independent internal variables were also checked for potential influence: boards of trustees, unions, changes in college administration, and the academic backgrounds of administrators.

Funding

All public case-study colleges received at least one-fourth of their funds from the state. Six were state funded, and two were funded by a combination of state, local, and tuition money, the usual formula being approximately one-third from each source. The highest percent of state money in this formula was 60, and the lowest 23.

The private colleges relied most heavily on student fees, obtaining 85% of their funds from tuition. Since church-related colleges received money from the church group with which they were affiliated, a lesser percentage of their funds were obtained from tuition; this varied from less than one-third to one-half.

For the most part, our interviewees felt that funding formulas affected the humanities and other programs equally. Yet some faculty indicated concern because the state reimbursed some colleges at a higher rate for vocational courses than for liberal arts courses. The defense for this was that, "The vocational programs are more expensive." Nearly all respondents, including the instructors of humanities courses, were convinced that the vocational programs truly needed more money.

Faculty Incentives

Size of institution correlates positively with faculty incentives for professional development. Four of the seven large colleges provided a variety of incentives for faculty, while opportunities were often limited in the smaller colleges. However, the availability of faculty incentives was not related to increases or decreases in humanities enrollments.

Sabbaticals, small grants for curriculum development, and money to attend conferences were most frequently mentioned as faculty incentives. But while support money was important, the faculty were often more concerned with other institutional factors that could influence curriculum development. For example, they were less likely to want to spend time developing a course if they felt the administration was concerned with the "proliferation of new courses." The same feeling existed where state approval of courses was tightening.

Positive recognition or support from administration was also important. Faculty were discouraged when they felt no one even knew if they were making efforts, or that the administration was more interested in other areas. Those who had developed courses and been unable to obtain required enrollments were also discouraged. While it is difficult to document, the atmosphere of support for curriculum revision seems to be at least as important as the availability of monetary rewards or other faculty incentives.

Grants

Twelve of the 20 case-study colleges had received at least one humanities grant--from the National Endowment for the Humanities, state humanities councils, or such associations as the State Arts Council or Poets Association. Most of the NEH grants were for faculty to attend summer institutes. Of the 12 colleges that had received grants, seven had experienced enrollment increases and five had had decreases. Although six colleges demonstrating enrollment increases had received NEH funding of some kind, it is difficult to determine if enrollment increases were related to receiving grants or if those colleges active in seeking grants were also likely to have increased their total enrollments.

Instructional Resources

Another potential influence on curriculum is the armamentarium of instructional resources available to instructors. In only a few of the case-study colleges did the faculty characterize their library materials, AV equipment and assistance, facilities, and money for speakers or field trips as "good." Many saw them only as either "adequate" or "limited." A few colleges had auditoriums, museums, art galleries, or planetariums, but many respondents were concerned about lack of available facilities or performance space. Even when the resources were available, few faculty used them. Learning resource center directors who were interviewed cited only one or two college instructors who had given reading lists to the library or required the students to use the library. And except for film courses, faculty requests for media were somewhat lower in the humanities

than in other areas. At the same time, increases or decreases in enrollments seem to be unrelated to the availability or perceived quality of the instructional resources.

Curriculum Development

How does a course become part of the curriculum? The typical process is for a faculty member to develop a syllabus and to obtain such other needed information as letters of acceptance from transfer colleges. The course then works its way through channels for approval--the department and/or division, curriculum committee, the dean of instruction and president or academic/administrative council. The length of the channels and the circuity of their turnings depends on the size of the institution, with the larger institutions having the more complicated procedures. Colleges with more than one campus usually require approval from district-level committees. Approval is rarely pro forma. Sometimes, particularly on the smaller campuses, the dean of instruction is the deciding factor and, in most cases, some administrator has the final say. Governing board approval is occasionally necessary.

When presidents, deans of instruction, department chairpersons, and chairpersons of curriculum committees and faculty organizations were asked about the major influences on curriculum, a total of 23 different responses were identified. "Faculty" were most frequently identified by all four groups (56 of 177 responses) in colleges with both increasing and decreasing enrollments. "Students" were the second factor in colleges with increasing humanities enrollments, while "the community" was the second primary influence at colleges with decreasing enrollments. Other factors often mentioned as influencing curriculum were "the administration," "the dean of instruction," "transfer institutions," "the state," and "advisory boards."

Coordination Between the Humanities and Other Programs

How can the coordination between the humanities and other programs be described? At 12 of our 20 case-study colleges, this coordination may be best described as weak. At a few of them, career students occasionally

took humanities courses as electives; at others, an occasional effort was made to schedule a required course, such as American Government for students in a vocational program. But any contact or coordination that did exist was usually between deans or department chairpersons--rarely between faculty. No efforts were made there by humanities faculty to develop modules or special segments of the humanities for vocational programs, and attempts to develop entire humanities courses for vocational programs were described by only a small portion of those faculty interviewed. In the few cases where such courses were listed in catalogs, lack of enrollment often prevented their actuality.

Some coordination between vocational and humanities programs was described at the two vocational-technical colleges, the two comprehensive colleges with strong vocational programs, a private, primarily business college, and one of the large comprehensive colleges. At one college, humanities courses were arranged to fit the schedules of all vocational programs; at another, when the humanities faculty developed a course for vocational students, a committee of vocational and humanities faculty and division directors was formed. The faculty seemed there to be more active in promoting the evident coordination. In some cases the small size of the campus increased cooperation; at others, with a major emphasis on vocational programs, faculty were actively promoting their courses to increase enrollments. Even on campuses where overall coordination was weak, individual instructors were able to develop a course for vocational students by working with faculty and students in that area.

In all cases where coordination did exist, a key factor was the humanities faculty's expressed interest in working with vocational students. Although vocational program chairpersons frequently said they recommended particular teachers rather than humanities courses, several expressed concern that most humanities faculty were only interested in teaching transfer students. Conversely, humanities faculty frequently complained that vocational faculty and students did not see the importance of the humanities. Although some efforts were being made to bridge this gap, many instructors preferred to work with students who were planning to transfer rather than to "water down" courses for occupational

students. However, vocational chairpersons indicated that it was incumbent on the humanities faculty to demonstrate the importance of their disciplines. Where this was not done, contact was minimal.

What types of humanities courses or course modules are offered even occasionally to vocational students? In the 20 colleges, very different examples were given. The most frequently mentioned were Spanish for police and nursing students, Medical Ethics for allied health students, and Art Appreciation for interior designers. No examples of humanities modules or short course segments developed by humanities faculty for a vocational course were given. At one primarily business college the literature instructor provided content for use in typing, shorthand, and court-recorder courses. While this content was used for skill development rather than discussion, the literature instructor was able to build a corps of interested students for her class.

At most of our case-study colleges, the continuing education program heads and the humanities departments were virtually antagonistic. The relationship between continuing education and the humanities was described as competitive on three campuses. Directors had built their own programs and, with rare exception, preferred to hire their own faculty. Humanities faculty felt that by offering similar courses with a different faculty, the continuing education program was draining enrollments from their courses. And several directors of continuing education indicated they preferred not to use the day faculty in their programs since, as one put it, "Day humanities faculty do not work well with continuing education students."

Although examples of good coordination were the exception, the three campuses where this did occur had experienced increases in humanities enrollments. One director had increased the college's humanities enrollments by developing a program to teach transfer courses at the state correctional facility. Another had developed a general associates degree, which granted credit for work experiences but required students to fulfill humanities and social science requirements.

The most frequent example of cooperation was trying out new courses through continuing education to see if there was community interest in

them. In smaller colleges where day enrollments had declined, it also helped for humanities faculty to teach in continuing education. Only one college described efforts to recruit students for day courses through the continuing education program. Public colleges that offered only noncredit community service programs were least likely to involve humanities faculty.

Independent Factors

What other variables affect the curriculum? Boards of trustees were generally described as either not interested in curriculum or not concerned with one curriculum over another. Half the case-study college presidents described their board as "not concerned one way or another" about humanities, and those board members who were interviewed reported that the board was not involved in curriculum. Six of the presidents saw their boards as supportive of the humanities, and three each said they had one board member who was particularly interested in the humanities.

Like boards of trustees, faculty unions have very little interest in or impact on the humanities. Although nine of the case-study colleges had unions on campus, all union representatives interviewed said their organizations were not concerned with curriculum issues and did not support any program area over another. Non-union faculty associations were no more influential in curriculum or supportive of the humanities than were the unions.

In sum, although none of the internal influences identified seemed directly related to increases or decreases in humanities enrollments, several indicated potential concerns that might affect the humanities. Faculty and administrators were concerned about the physical plant, particularly where performance facilities were inadequate. However, even though humanities faculty were often upset by the unequal allocation of resources between liberal arts and vocational programs by either the state or the college, administrators could usually demonstrate the additional costs required in the vocational areas. It would seem that humanities faculty have missed the opportunity to justify additional expenses for their disciplines since they have not always taken advantage of or tried to strengthen such available resources as libraries and media

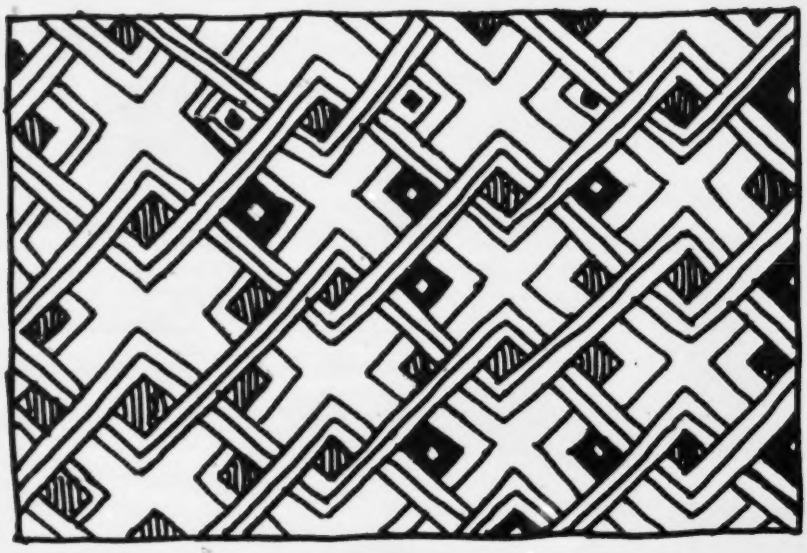
centers. Nor have they been vigorous in seeking funds for field trips or apprenticeships for their students.

The curriculum development process may have an increasing impact on humanities offerings. While the current practices do not seem to relate directly to enrollment increases or decreases, curriculum committee chairpersons reported that some colleges and some states are concerned with the proliferation of courses. And while all agreed that faculty were a major curricular influence, the faculty were discouraged about submitting new courses when they saw little opportunity for approval. This concern, combined with few available incentives to revise current courses, could lead to the stagnation that a few faculty were already describing.

Some faculty had been active in trying to increase coordination with vocational & continuing education programs, but in talking with vocational deans, it seemed fairly clear that efforts at coordination would have to come from the humanities faculty. In some instances where this had happened, new courses had been developed for career programs.

Coordination with continuing education often provided the opportunity for faculty to try out new courses. Good coordination was rare, however, and some deans and chairpersons saw the relationship between the two areas as competitive. In the three colleges where the relationship was described as good, however, humanities enrollments had increased. Faculty might most effectively develop or revise courses in the continuing education program or in association with directors of programs outside the traditional liberal arts.

Most of the independent factors probably do not affect the humanities. Boards of trustees, unions, and other faculty associations did not involve themselves in curriculum. Organizational changes were sometimes reported to have a positive impact on an individual campus, but no common pattern of either organization or change seemed to prevail. An administrator favorable to the humanities can be a great help in obtaining support for the program, but such advocacy seemed unrelated to the administrator's background.



ENROLLMENT SHIFTS

Why are enrollments in the humanities generally down? How do college personnel feel about these shifts? To what do they attribute them? Who might be effective in reversing the trend?

Faculty and administrators were asked about enrollment changes, causes for these shifts, and about competition for enrollments from, for example, other postsecondary institutions in the vicinity and the possibilities of obtaining credit without taking courses. Their views on the relationship of the humanities to the total college mission and their perceptions of the future of the humanities at their college were also gathered.

At eight of the 11 colleges that had experienced increases, the establishment of humanities requirements was most often cited as the

major cause. Energetic, motivated instructors and concentrated faculty efforts to recruit students were named on five campuses. Additional factors identified included administrative support, the addition of more sections, overall campus growth, humanities growth in continuing education, good department leadership, increases in ESL, increases in an international student population, and a move into a new facility.

At the nine colleges experiencing decreases, five cited increased growth in vocational programs as a major cause. Several other factors affecting enrollments were described: lack of faculty initiative; lack of student interest; no college degree requirement; the dropping of university requirements; decreasing enrollments in the university-parallel programs; state tuition increases in the university parallel program; competition from the local university; growth in community services; faculty turnover; and overall enrollment decreases.

Other Perceptions

Faculty, department chairpersons, and deans of instruction all tend to look at enrollment shifts somewhat differently. Yet, faculty in those colleges that had experienced declines focused on lack of student interest and national or college variables. Students were described as more interested in jobs, more passive so that they only took required courses, and lacking in reading skills. Faculty were concerned that vocational students did not think they needed humanities, that more students are working, and that there has been an increase in older students. Faculty also felt that decreases were related to a national trend and that liberal arts enrollments generally were down; high schools were not teaching much humanities; the community was not exposed to cultural events; basic skills are emphasized; and universities have dropped requirements and are recruiting students who previously would have attended the community college. The dropping of specific requirements, lack of support from counselors, and a strong vocational emphasis, which made liberal arts a stepchild, were also of concern.

Although chairpersons in colleges with decreases offered comments similar to those of the faculty, department chairpersons in colleges with

upward trends were more positive about the college's support for the humanities: establishing requirements, developing humanities offerings for continuing education, being humanistically oriented. Also contributing to more positive trends were faculty advising; counselor recruiting; attempts to make education "relevant" to students; hiring teachers who are educators, not discipline specialists; reviewing the curriculum to identify weaknesses; careful scheduling; advertising; good department leadership; and faculty efforts.

In all colleges, the deans of instruction were more likely than department chairpersons to talk about faculty. At colleges with increases, good faculty were most frequently cited as the cause, although requirements and overall college growth were also considered important factors. The faculty in colleges with humanities increases were clearly more likely to be positive about the things they had done and the support they felt the college had provided, and more likely to express pride in their work and their institution.

A fatalistic attitude prevailed in colleges with decreases. Faculty and department chairpersons focused on such factors as national trends or changing student populations, rather than on the courses per se. They repeatedly cited student interest in career programs. It was not uncommon for them to say that the pendulum of national interest had simply swung away from the humanities. According to one dean of liberal arts, in a tight economy the liberal arts are good for bright students but not for the average. Despite the fact that all interviewed personnel agreed that faculty were a major influence on curriculum, faculty were discouraged from submitting new courses when they saw little opportunity for approval. This concern, combined with few incentives available to revise current courses, could lead to the stagnation that a few faculty were already describing.

Spokespersons

Who champions the humanities? All individuals interviewed were asked if there were a spokesperson, and, if so, who that person was.

Responses for each college were compiled to determine consistency among faculty, department chairpersons, administrators, and others.

On campuses where department chairpersons and faculty spoke positively about the support they had received from the college, a spokesperson or advocate for the humanities on campus was often identified. Eight of the 11 colleges with increases in the humanities identified spokespersons on campus. In contrast, only three of the nine colleges with decreases could identify spokespersons. Department chairpersons and division directors were most frequently named as spokespersons. Individual faculty members were sometimes seen in this role, more frequently in small colleges. In no case was the dean of instruction viewed as an advocate for the humanities over any other program.

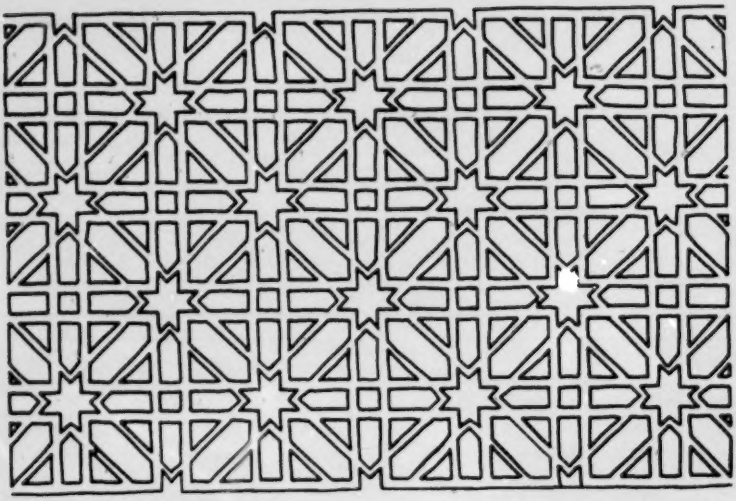
The Mission

What is the mission of the two-year college? When presidents, deans of instruction, and deans of students at all 20 of the case-study colleges were asked how they would rank the importance of the humanities in comparison to other programs in fulfilling the "mission" of the college, the most frequent response was that humanities were "equal in importance to other programs." At one private liberal arts and at one small comprehensive college just beginning to develop its program, the humanities were seen as the highest priority, while vocational programs were given top priority at four colleges.

Presidents at colleges with increases often talked about the value of the humanities within other programs. At one college, where all students in degree programs were required to take humanities, the president said the mission of the college was to educate well-rounded individuals. The president of one of the vocational colleges stressed the importance of a well-balanced curriculum for its graduates. At a comprehensive college mandated to remain at least 60% vocational, the president described the humanities as the "glue that holds the place together," saying that without them, "you would have a trade school."

Most deans of instruction rated the humanities as equal to other programs. Deans of students were more likely to talk about the importance

of the humanities as a transfer program; and frequently reported that the humanities were important because they allowed students greater options later in life or that they were important in the A.A. degree program.



THE FUTURE OF THE HUMANITIES

What do the faculty and staff in the colleges predict as the future of the humanities? Opinions were mixed. At colleges where humanities enrollments had increased, presidents, deans of instruction, and most department chairpersons were optimistic, and the humanities were frequently described as growing. In some cases, faculty on the same campus described the future as good, unsure, and dying, and were more likely to tie the future to institutional factors, especially the maintenance of requirements.

Only directors of institutional research seemed to differ significantly from any tendencies toward optimism. On campuses with increases, institutional research directors usually saw the future as questionable, at best. At one large comprehensive college where everyone else saw a

bright future, the institutional research director said, "By 1980 the campus will be 70% vocational." At another large campus, the research director predicted a stable future enrollment for the college as a whole, but noted that, "In general, the whole transfer area will be depleted," partly due to significant increases in vocational and continuing education programs and to projected declines in the number of high school graduates in the area. The most positive statement was that the humanities would grow as long as the vocational programs grew. Although it might be hypothesized that institutional research directors are more pessimistic by nature, it is probably closer to reality to assume that they are working with a different data base in making their projections.

Comments such as "Bleak," "Very iffy," "Plugging along painfully," and "Should be strengthened" were the norm on campuses that had experienced decreases in humanities enrollments. One president expressed concern over the way to "breathe life back into a faculty who expect that the world should be beating a path to their door." Another explained that it was difficult to interest students in general education. Department chairpersons and faculty were often fatalistic: "The pendulum will swing back," or, "We've hit bottom so we will be able to maintain the current level of enrollment."

Although many were concerned about the future of the humanities, only one person suggested that the humanities could die out altogether; that the college could return to its original vocational function; and that the humanities would be subsumed by the universities. One institutional research director, who felt that the humanities needed a master plan, pointed out that humanities programs are not reviewed, do not develop objectives, and are generally not accountable in the same sense as vocational programs are accountable.

A variety of suggestions for strengthening the humanities were offered. Many respondents said that the humanities should be included in other college programs; they should focus on enrichment; they should be integrated into basic skills courses. Others recommended building better channels for communication with the community, developing interdisciplinary offerings, coordinating with career programs, and improving the

quality of the humanities courses. Some wanted to build support materials and resources, and others to do a better job of advertising courses. In many cases, administrators felt that recommendations for strengthening programs should come from the faculty.

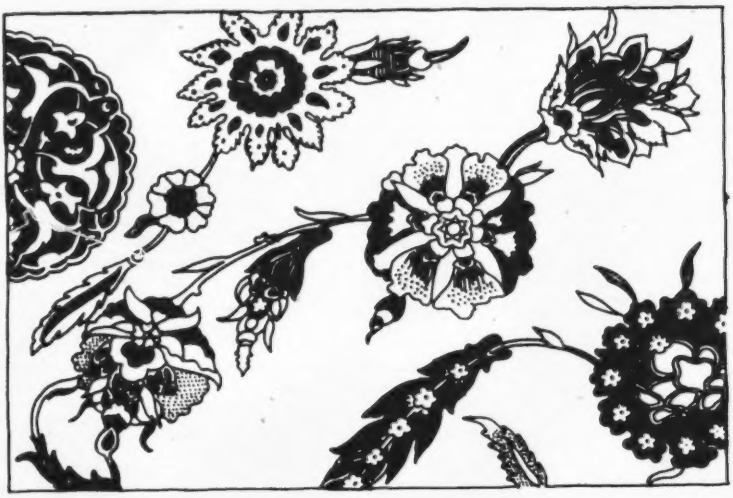
Can downward enrollment trends be reversed? The present picture is not an optimistic one, and, unless some interventions are made, the future of the humanities does not bode well. Even though some people felt "the pendulum will swing back" in the direction of the humanities, most agreed that efforts could and probably should be made to strengthen current programs. In summarizing the findings of the study, three important factors were identified: humanities requirements affect enrollments; state governing agencies could become increasingly influential; and individuals can make a difference.

The most easily documented influence on enrollments was the inclusion of humanities requirements in Associate of Arts degree programs. Colleges with increases were more likely to require humanities for all A.A./A.S. degree students than colleges with decreases. Many respondents felt that even though students may enjoy their humanities courses, they would not have taken them initially unless required to do so. They also noted that if the humanities are to keep pace with the overall growth of the college, they must be seen as an integral part of the institution. One way of bringing this about is to require them in all degree programs.

The tightening of state controls, while not presently a factor in all of the case-study states, is an important issue to note. Course approval was becoming difficult in some states, and in others attempts were made to limit community colleges to the vocational/technical function. In fact, as enrollments in higher education taper off, community colleges may expect to experience increasing pressure to relinquish the liberal arts and science functions to those universities that are in need of students. It could be suggested, for example, that a college eliminate its liberal arts program if it has a strong vocational program, has decreasing liberal arts enrollments, and is located in the same region as a private liberal arts college and a state university or college. While

such ideas are speculative, community college educators should recognize the possibility of this consequence of increasing state influence.

Other influences on humanities enrollments were the people: faculty, department chairpersons, deans, and presidents. Humanities courses were popular when the instructor was popular. One instructor building a special course and promoting it on his own initiative can make a difference. Humanities faculty seemed more positive about the possibility of strengthening the humanities where they had a strong spokesperson in the department chairperson, and where they felt the dean and president were supportive.



RECOMMENDATIONS

What can people in a position to influence the humanities do to augment them? The following recommendations are based on a synthesis of the case-study findings. Many of the more detailed suggestions provided were drawn from specific examples in the colleges visited.

We recommend that FACULTY:

1. Review the current humanities program to determine if sections need to be increased or decreased, if courses need to be updated, or if new types of courses should be considered.

2. Review their instructional approaches to consider their effectiveness with nontransfer student populations and to reconsider the use of the instructional resources that are available within the institution.
3. Work with counselors by providing course descriptions for a variety of students.
4. Recruit students into their courses by visiting the local secondary schools.
5. Work with their professional societies in articulating courses in their disciplines (this can appeal to state boards).
6. Be involved in planning programs. Integrated courses will be supported by other faculty if they are involved in the planning process, for example vocational faculty who jointly plan a course on medical ethics.
7. Enlist the aid of technical and career faculties in counseling their students into humanities courses.
8. Evolve a curriculum of specialized packets geared to the interests and programs of individual students. The course modules should deal with careers and utilize vocabulary indigenous to each vocational group served.
9. Utilize the campus public information office to publicize their courses.
10. Work with directors of continuing education to develop humanities offerings for their programs.
11. Participate in college and community cultural events.
12. Promote their courses as does a foreign language instructor at one college who alerts the local newspaper about the course rather than rely on the college information officer.

We recommend that COUNSELORS and STUDENT PERSONNEL SERVICE people:

13. Encourage counselees to take liberal arts or humanities courses as a way of enhancing the students' higher education.

14. Work with the humanities faculty in developing publicity statements and reasons why students should enroll in particular courses.
15. Recruit high school students to the humanities through tuition waivers, scholarships, direct mail advertising, exhibits.

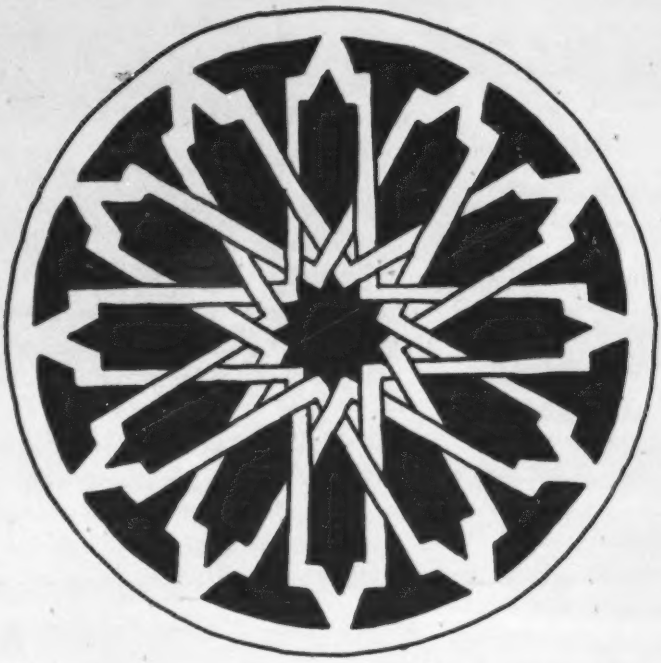
We recommend that ADMINISTRATORS and TRUSTEES:

16. Offer campus departments or divisions opportunities to select an "artist in residence." The philosophy department, for example, could choose an outstanding person to teach one term; in another term, literature might select a guest artist. Funds for this would come from the president's special fund and would be open to competitive bidding by the faculty.
17. View the campus as a community hub for activities in the humanities. As examples, a campus museum could stimulate art history and appreciation and an auditorium could similarly encourage musical performances that might then increase interest in music appreciation courses.
18. Require a specific number of humanities units for all students in all programs.
19. Form consortia of colleges to integrate humanities into vocational/technical courses and to integrate vocational/technical courses into the humanities.
20. Examine their building funds. Is a new music building needed? Would better theatre facilities stimulate certain programs?
21. Map out comprehensive programs to encourage a balance in all academic areas.
22. Establish lay advisory groups for each of the humanities, modeled on the trades advisory councils for vocational programs.

23. Seriously consider the two-year college's mission as "democracy's college," re-assess the community's need for value-oriented rather than career-oriented education, and ponder the implications of a potential demise of comprehensiveness.

The recommendations point to the need for developing a positive attitude about the future of the humanities in two-year colleges. Even in discouraging times, a complete program review can become an exciting process and involve those who had not previously thought of the humanities disciplines as a college program. The focus of these recommendations is on generating interest and participation in the colleges and in the communities. Faculty are encouraged to consider courses for new populations, and to recruit and advertise their courses.

The implementation of such recommendations will take time, effort, and, in some cases, money. It is hoped that any faculty undertaking such efforts will have the necessary administrative support. Many presidents and deans have recently given their support to the development of strong vocational and/or community service programs. If the humanities are to be strong, they will need equal status and equal attention. Attention and support must be given. Leadership needs to be provided so that a balanced curriculum is maintained in all institutions that define themselves as comprehensive two-year colleges.



SUMMARY

We have presented the findings of our inquiries regarding influences on the humanities programs in 20 two-year colleges. A composite picture of a college where the humanities are weak and declining would reveal negative pressures from outside the institution, from within, or both. From the outside: a state board with overt commitment to occupational education; state leaders constantly denouncing "frills" and "elite education" (euphemisms for anything other than skill training); state funding reimbursement schedules that provide two or three times as much money for students in occupational programs; and universities openly competitive for liberal arts-oriented students. From within: a president who repeatedly asserts the belief that his college's mission is to provide occupational and basic skills training primarily, the humanities only

tangentially; a continuing education director who ignores the opportunities to present the humanities through community forums; and counselors who advise students to enroll in programs that lead to what they refer to as "saleable skills." The college's humanities instructors would be in disarray. Their leadership would be ineffective, their association with each other limited. They would have given up trying to attract students to their own courses, and it would not occur to them that their disciplines had anything useful or important to say to students enrolled in other programs. They would not be in contact with their counterparts in the local secondary schools. They would not work together to develop attractive courses.

A college with a well-functioning program would show the reverse. Outside pressures would be positive. The college would be in a state where the humanities are required as part of the general education of all associate degree-bound students. External program funding would be maintained by state agencies whose leaders recognize the importance of this curricular area. The universities in that state would readily accept the college's courses for transfer credit. Within the college the president would frequently articulate his support for the humanities. Other administrators would help the staff obtain special grants to strengthen the program. The faculty, assisted by the counselors, would actively recruit students to the courses through promotion in the local press and secondary schools as well as on their own campus. They would devise modules of their courses suitable for insertion in the occupational programs and would teach special segments of the humanities in their college's community service/continuing education division. Above all, the humanities instructors would function together as a unit with the part-time teachers and a strong, visible chairperson. They would maintain a community connection through an advisory committee.

These aspects of internal and external forces may be seen in various combinations in two-year colleges across the country. None of them are immutable; all are subject to control and intervention on the part of educators--individual practitioners as well as committees and associations. As with all program and curriculum matters, the future of the

humanities rests with the people committed to uphold the idea of the comprehensive community college.

INTERVIEW FORM

1. ENROLLMENT INCREASES/DECREASES

Staff _____
Date _____

College _____
Person Interviewed:
Title _____
Discipline _____

Dean - I
Dept. Chp.
Faculty

1. Enrollment trends in your discipline(s) show _____:

Causes for this change?

Any special efforts being made to attract students?

2. CREDIT W/O COURSE

CE
Dept. Chp.

2. Can students get humanities credit without taking courses?

How? How frequently is this done?

In what disciplines?

3. GRAD. REQUIREMENTS

Dean I
Dean S
Coun.

3. How many hours of humanities are required for graduation?
transfer? Career?
Have there been any changes in the last two years?
Have changes affected humanities, how?

4. STUDENTS

Staff _____
Date _____

College _____
Person Interviewed:
Title _____
Discipline _____

Pres.
Dean I
IR Dir
Coun.

4.1 Approximately what percent of total students tend to be enrolled in career programs, transfer programs, etc.?

IR Dir

4.2 Enrollment date on number/percent of students by: program, full-time/part-time, day/evening, sex, age, ethnic minorities (copies of written documents)

Dean S
Coun.

4.3 What do students say they want out of college?

Dean I
Dean S
Coun.
Faculty

4.4 What programs are most popular? What courses are most popular? total? humanities? your discipline?

CE

4.5 Continuing Education/Community Service Students
Description:
Different from day students? How representative is this student population of the community as a whole? What means do students have for input into the course offerings?

Dean S
IR Dir.

4.6 Follow-Up Studies: What information do you have on your former students?
Transfer students; Number (or estimate) total in humanities success

5. FACULTY

Staff _____ College _____
Date _____ Person Interviewed:
Title _____
Discipline _____

IR Dir. 5.1 If you have data on faculty (Estimate is fine!) What % are
full-time/part-time?
teach humanities, math/science/vocational?
average number of years at this college?
new in the last two years?

Dean I 5.2 Where has the college hired? Full-time or part-time faculty? Distributed by discipline? What factors influence the determination of hiring a faculty member?

Dean I 5.3 How many part-time faculty do you have? Are they influential in
Dept. Chp. curriculum development?

Dean I 5.4 Do you publish student ratings of faculty? If so, what influence
Dean S do they have on course enrollments?

6. RELATIONSHIP BETWEEN HUMANITIES AND CAREER PROGRAMS

Staff _____ College _____
Date _____ Person Interviewed _____
Title _____
Discipline _____

Faculty 6.1 Many vocational students in your classes? Ever worked with a faculty member in vocational area to develop humanities course content for that course? What would be the "value" of your courses for vocational students?

Dean I Voc. Coun. 6.2 Vocational Students in Humanities Courses: Are they interested? Encouraged to take? By whom? Which humanities courses are most popular with vocational students? Which do you, your faculty feel are important?

Dean I Voc. 6.3 Coordination between humanities and vocational-technical: Scheduling? Other common concerns?

Dean I Voc. 6.4 Humanities content in vocational courses (i.e. Ethics for Plumbers). If so, Who developed? Who teaches? If not, would there be any interest?

Dean I Voc. 6.5 What would it take to get vocational students to enroll in humanities courses? For you to support humanities for V-T students?

7. RELATIONSHIP TO CE/COMMUNITY SERVICES

College _____
Person Interviewed:
Staff _____
Title _____
Date _____
Disciplin _____

Dean I
CE

7.1 Humanities Offerings in CE: How many/what % of total (estimate)? Who teaches regular faculty/part-timers? Do Dean of I and CE Dean work together to plan and schedule offerings?

CE

7.2 How are course offerings determined? Who decides? What groups/indio(s) contribute?

CE

7.3 Advisory Board? Members? Anyone particularly interested in humanities? Anyone who serves on cultural, library, etc boards? Function? Role in deciding on courses?

CE

7.4 What type of courses offered by you are most popular--"how-to," those containing humanistic elements? Are there "cycles" of interest that determine course offerings? Watergate, Eastern philosophies, historical roots?

CE
Dean I
Dean S

7.5 Do CE/Community Service offerings stimulate enrollment humanities courses?

CE
Pub Inf.

7.6 What relationship does the college have with humanities-oriented organizations in the community?

8. SPECIAL EVENTS

Staff _____
Date _____

College _____
Person Interviewed:
Title _____
Discipline _____

CE
Pub. Inf.
St. Act.

8. Special events and extra-curricular offerings in humanities.
8.1 Planning: who, coordination with whom? Advisory Board? Input from community? Coordination with other agencies?

8.2 How are decisions on what to offer made?

8.3 What events are most popular? With students? Faculty? Community?

9. PUBLIC INFORMATION

Pub. Inf.

9. Public Information: What percentage of material you send out has to do with the humanities? Anything we can have copies of?

10. FUNDING

Pres.
Dean I

10. What is the funding pattern for the college? For the humanities? Difference between humanities and other courses? Effect on curriculum?

11. RESOURCES

Pres.
Dean I

11.1 What kinds of special facilities do you have for humanities programs?

11. RESOURCES (LRC)

Staff _____
Date _____

College _____
Person Interviewed:
Title _____
Discipline _____

Dean I Dept. Chp. Faculty	11.2 Monies for speakers and other class-related activities? How is it distributed? Who asks for it? Assist in developing A-V presentations? LRC/Library: good collection in humanities/your discipline? Do you/your students use much?
LRC	11.3 What resources are available for humanities faculty and students? Special resources (films, tapes)? Resources for developing A-V presentations? Comparison of Humanities to other areas?
LRC	11.4 Use of resources available: Which depts. most use of facilities? Any changes in last two years? Why? From circulation records, which disciplines check out most books (college, humanities)? Any changes in last two years?
LRC	11.5 What types of requests do faculty/students make?

12. INCENTIVES

Pres. Dean I Dev. IR Dir. Faculty	12.1 Are there any incentives for course/program/faculty development such as college grants, sabbatical leave, fellowships? (Written documents)
Dean I Dev. IR Dir.	12.2 How many people tend to apply for these? From what area do the faculty come?
Faculty	12.3 Have you ever applied for, received such? What did you do?

13. GRANTS

Staff _____
Date _____

College _____
Person Interviewed: _____
Title _____
Discipline _____

Pres.
Dean I
Dev.
IR Dir.

13. Humanities Grants: Applied for? Received? Results?

14. CURRICULUM DEVELOPMENT

Dean I
Faculty

14.1 What new courses have been initiated? Why were they developed (student/faculty content?) Who had to approve them? Any problems getting new courses approved? Who has final approval? Which depts. seem to be developing most of the new courses? Procedures for interdisciplinary courses?

Pres.
Dean I
Dept. Chp.
Chp.-CC
Chp.-Sen.

14.2 Major influences on curriculum: Faculty organization? Other committees, groups, individuals state/community interest groups, pressures?

Dept. Chp.
Faculty

14.3 To what extent do non-academic factors (students,$$) influence curriculum in your dept.? Have students ever come to you with request for courses?

Chp.-CC

14.4 Curriculum Committee: Major functions, composition of committee; how selected? are all areas represented? any students?

Chp.-CC
Chp.-Sen.

14.5 Senate/Curriculum Committee role in approving new courses: What? Percent usually approved? Percent usually not approved? Criteria? What depts. have had courses approved/disapproved? Any changes in last two years?

15. COMMUNITY

College _____
Person Interviewed:
Title _____
Discipline _____

Staff _____
Date _____

CE
Ir Dir.
Pub. Inf.

15.1 SES of Community
What kind of community studies (socio-economic) do you have? Can we have copies? If not available: Can you give me a brief description of community? Does the community seem interested in cultural events? re art shows, concerts?

Bd
Pres.
Pub. Inf.

15.2 Community Support: Has the community influenced your humanities program? Which groups? Do you serve on any community committees? Do you have any advisory boards concerned with humanities?

16. ARTICULATION WITH/OTHER INSTITUTIONS

Dean I
CE
Dept. Chp.
Chp. CC

16.1 Do other colleges or agencies (i.e. public schools, YMCA, etc.) in the area offer similar courses? If so, do you compete for students? Do you consider their curriculum what you plan your own? Does cooperative planning exist?

Dean I
Dean S
Coun.

16.2 4-Year Colleges
What types of articulation arrangements do you have in your college and the four-year college in the area? Do their requirements influence your curriculum? In what way? Have their requirements changed in the last two years?

Dean S
Coun.
Dept. Chp.

16.3 What attempts has the college made to attract high school students to the humanities courses? Do the high school counselors attempt to recommend their students to your humanities program?

17. ADMINISTRATION

Staff _____
Date _____

College _____
Person Interviewed:
Title _____
Discipline _____

Bd. Pres.

17.1 Board of Trustees: Are there any members of the Board who are particularly interested in the humanities? Particularly opposed? How often during the year are humanities discussed at the Board? How does the Board influence curriculum development? Has the board been more influential in certain programs than others?

Pres. Dean I Chp. Sen.

17.2 How is the faculty organized? How does this organization influence curriculum?

Pres Dean I Dept. Chp.

17.3 Have there been any changes in administrative personnel or in the organization of the college in the last two years? Any effect on humanities?

Pres. Dean I Chp. CC Chp. Sen.

17.4 What field is your degree in?

18. STRENGTH OF HUMANITIES

Staff _____
Date _____

College _____
Person Interviewed:
Title _____
Discipline _____

Pres.
Dean I
Dean S
Bd.

18.1 How would you rank the importance of the humanities, in comparison to sciences, vocational programs, etc., in fulfilling the "mission" of your college?

Bd.
Pres.
Dean I
IR Dir.
Dept. Chp.
Faculty

18.2 How do you see the future of humanities/your discipline on this campus? Should they be strengthened? If so, what would it take? Would any community groups be interested?

Al.

18.3 Is there a spokesperson for the humanities?

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